

Core Question 4: Is the school providing the appropriate conditions for success?

The External Evaluation Performance Framework, outlined in Core Question 4, gauges if the school is providing the appropriate conditions for success. Core Question 4 consists of ten indicators designed to assess schools on curriculum and pedagogy, processes and systems for support and guidance, and climate.

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.1 Rating	The school <u>Meets Standard</u> on this indicator for 2013-14.	
Sub-Indicators	Sub-indicators	
	Curriculum aligns with state standards	
	Systematic reviews of curriculum are conducted to identify gaps based on student performance	
	Regular review of scope and sequence to ensure presentation of content in time for testing	
	Sequence of topics across grade levels and content areas that are prioritized and focus on core learning objectives	
	Understanding and/or consensus amongst staff as to how the curriculum documents and related program materials are used to effectively deliver instruction	
	Programs and materials available to deliver the curriculum effectively.	

In this area of the review, the school has met the standard. Its curriculum is aligned with the standards and has a sequence of topics across grade levels and content areas that is prioritized and focuses on core learning, as evident from the sample curriculum maps that were reviewed.

While teachers and school leaders stated that there might be the need for additional resources, such as scaffolded materials and leveled texts, teachers uniformly use curriculum documents and related materials to effectively deliver their instruction.

Lastly, the school should continue its work on rigorous and comprehensive reviews of its curriculum to identify gaps based on student performance and ensure presentation of content in time for testing. Teachers and school leaders confirmed that they undertake reviews of instructional data and that these reviews impact the curriculum and its revision.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.2 Rating	The turnaround operator is Approaching Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Curriculum is implemented in the majority of classrooms according to its design	
	Instruction is focused on core learning objectives	
	Pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge	
	Instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs	
	Sufficient feedback is provided on instructional practices	

Most lessons include appropriate standards-based objectives for the grade level of the students and instruction focused on meeting these objectives. However, in some classroom observations the pacing either: (1) allowed students more time than they needed as evidenced by off-task behaviors and students finishing the assignment early, or (2) took a lot of time reviewing the "Jump Start," leaving less time available to meet the lesson objective in the main lesson. Also, in most classes, the instructional activities were teacher-centered (use of packets) with limited variety or differentiation strategies.

Students in several classes were observed to be not engaged in the work throughout the class period or for much of the class period. Teachers discussed the use of games, stations, and group work to hold students' interest, but this was not observed. However, for those students engaged in the assignment, most teachers

offered one-on-one feedback as they circled through the students' independent work time or through responses in the class discussion.

School documentation and the focus group confirmed that staff receives sufficient feedback on instructional practices through frequent informal walk-throughs and periodic formal reviews (SSOTs).

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.3. Rating	The school <u>Meets Standard</u> on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Students are prepared for rigorous post-secondary opportunities through challenging course work and rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs)	
	High expectations exist to motivate and prepare students for post-secondary academic opportunities	
	Sufficient material resources and personnel guidance is available to inform students of post-secondary options	
	Opportunities exist for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options	
	Meets or exceeds Indiana Core 40 graduation standard requirements	

Emmerich Manual High School has a strong and well-organized guidance department team to support college and career readiness and transitions. It has challenging coursework and rigorous job-preparation programs, for example, offering several AP courses, a newly developed honors track Cambridge program, and a Welding certification program. The school is also working on an Agriculture program with Purdue University, and offers an Ivy Tech dual enrollment program that is free for students. They are also pursuing a 21st Century Scholars Grant to develop a unique partnership/internship program with Rolls Royce.

The school holds high expectations to motivate and prepare students for postsecondary academic opportunities. Teams state that their goal is to have college-ready students, so every option is on the table. They have a minimum requirement that all students apply to Ivy Tech, and they track the data related to postsecondary transitions. Data-driven decision making is one area that the guidance team can continue to develop for improvement, however.

The school also celebrates student achievements; for example, by hosting Friday “I got in” parties, and also requires athletes to participate in mandatory study tables to ensure that academic requirements are maintained. Counselors note that they are sufficiently resourced, and observation confirms this—the school has posters, flyers, guides, tools, data systems, and qualified personnel to guide postsecondary transitions.

The school presents a host of opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs such as National Honor Society, vocational clubs such as FAA, etc.) to increase postsecondary options, and even opens these up to nearby Emma Donnan Middle School. It is continuing to add on to its school extracurricular offerings. One area where the school can continue to improve is by examining the total percentage of students who are engaged in at least one activity with the school outside of academics. This will help the school understand potential needs for greater student engagement to ensure that a greater proportion of students are actively participating and acquiring additional skills that facilitate postsecondary transitions.

The school meets and exceeds Indiana Core 40 graduation standard requirements, and it is particular about informing students/parents about requirements—even going so far as to create a checklist overview and a course descriptions booklet to help families navigate class selections and educational programs.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.4. Rating	The school Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Utilizes standardized and/or classroom assessments as accurate and useful measures of established learning standards/objectives	

	Distributes assessment results to classroom teachers in a timely and useful manner to influence instructional decisions
	Selects assessments that have sufficient variety to guide instruction for a wide range of student learning abilities
	Uses assessments with sufficient frequency to inform instructional decisions effectively
	Uses assessment results to guide instruction or make adjustments to curriculum.

Emmerich Manual High School appears to have a solid grasp of assessment and data-driven decision making, although the team reports that its assessment calendar got thrown off by negotiations with the EMO to purchase the NWEA assessment and the team's delay in understanding the Acuity testing window for ECA retakers. Still, the school meets all of the required components:

The school uses assessments (NWEA/MAP, ECA/Acuity, plus additional online, unit, and teacher-made assessments) to gauge student progress. The CRTs and Reading/Math Specialists work as a team to drive assessment and instructional growth. Assessment results are immediately accessible to teachers using the online NWEA system, and teachers are similarly informed via regular team meetings and morning "Data Chats." The assessments are able to capture student RIT scores, mastery of skills and standards, as well as their Lexile scores, providing meaningful data for a wide-range of student abilities. Using the "Data Chats," members of the instructional leadership team meet with teachers to discuss data weekly.

There is regular use of student data—not only academic, but discipline, etc.—to drive schoolwide decisions and instructional decisions. One strength of the instructional leadership team is deep understanding of data and instruction—reviewers had the opportunity to view the reading specialists in the classroom, leading faculty, and during discussion. This aspect of the school can improve by having full leadership/ EMO support and allocating more time for these specialists to strengthen the school's program and curriculum.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.5. Rating		

	The school <u>Meets Standard</u> on this indicator for 2013-14.
Sub-indicators	Sub-indicators
	Hiring processes are organized and used to support the success of new staff members
	A sufficient number of faculty and staff are deployed to maximize instructional time and capacity
	faculty and staff are certified/trained in areas to which they are assigned
	Professional development is related to demonstrated needs for instructional improvement
	Professional development opportunities are determined through analyses of student attainment and improvement
	Teacher evaluation plans are explicit and regularly implemented with clear processes and criteria

The documents provided by the EMO show it has established—and the school follows—a highly organized hiring procedure that includes criteria for initial screening of candidates and at least two levels of interviews to further evaluate potential staff, including one with the principal. Administrators say that the pay is no better or worse than for non-turnaround district schools but that the working conditions often dissuade veteran teachers to apply. Thus, the school leans heavily on novices from alternative route teaching certification programs.

The leader states his teachers are licensed, although in some cases through alternative processes, and that none are teaching out of subject area. Most of this was verified by reviewers, however, of the sample (n=20) reviewed via the Indiana Educator License Lookup, 75% held valid licenses, 10% held expired licenses, and 15% were not found in the database.

Mindful of the novice staff, administrators provide a wide range of professional development activities and opportunities such as grade-level team meetings, data chats, formal and informal targeted PD, coaching, etc. They also note that many teachers take advantage of special alternative route teacher training sessions, some having to do with turnaround strategies. Collection, analysis, and eventual use of data are major drivers of PD as is the establishment and maintenance of an orderly, businesslike school climate. The school's PD is based on needs uncovered during formal and informal classroom observations or discovered as a result of reviews of student test data.

Examination of the staff roster shows a deployment that appropriately reflects the needs of the school. Documents provided by the EMO show an explicit teacher-evaluation process with evaluation criteria, forms and procedures, scoring rubrics, and steps for teacher performance improvement planning. Leadership sets an annual professional development (PD) plan and then modifies the basic framework based on data and observation to provide targeted PD for teachers. PD opportunities are determined by analyses of student

attainment and improvement as well as teacher observations conducted by Curriculum Resource Teachers, Instructional Specialists, and the principal, who also participates in leading PD.

The teacher evaluation plan is explicit in the documentation (evaluation criteria, forms and procedures, scoring rubrics, and steps for teacher performance improvement planning) and regularly implemented with a clear process of informal and formal reviews (SSOTs). Leadership and most teachers report that they receive regular feedback, although documentation provided to reviewers did not reveal meeting dates, only the observation dates.

4.6. Is the school's mission clearly understood by all stakeholders?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.6. Rating	The school Approaching Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Mission that is shared by all stakeholders	
	Stakeholders possess widespread knowledge and commitment to the intentions of the school's mission	

The cross-section of stakeholders interviewed shows none seem to know what the entire school mission is, and in fact, there are two different published missions. There is consensus about some aspects but also some confusion over what is included. Although there is evidence of commitment to some aspects of the mission, there is no evidence of widespread commitment to the entire mission.

The Turnaround School Operator's Evaluation identifies a mission that is very broad and includes a varied set of components, some having to do with the school and some having to do with the students. A completely different mission statement appears in the Student Handbook that goes to parents, too. It is briefer and also has several components. However, they do not match the ones in the Operators' Evaluation.

In conversations with the principal, the school-oriented elements often come up, but the focus is clearly on those elements of the mission dealing with students; in particular, those dealing with them becoming college and career ready and being held to high academic standards. Specifically his translation of the school mission

is “helping students become college ready by taking them to the next level of education.” Variations of this translation are also how the leadership team members describe the mission. These components of the larger mission seem to guide the principal’s and leadership team’s priorities and to some degree their day-to-day activities. And in fact they depict school priorities and activities as promoting college and career readiness and high academic standards for students and teachers.

Teachers interviewed point to preparing college and career ready students as a component of the mission, but they also mention “basic skills,” “character development,” and helping students become “productive citizens,” which are not mission components. Two parents who were interviewed related a school mission that did not reflect either published mission.

4.7. Is the school climate conducive to student and staff success?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.7. Rating	The school Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Rules are clearly stated and enforce positive behavior	
	Discipline approach possesses high expectations for student behavior	
	Interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts	
	Interactions between faculty and administration are professional and constructive	

The school has a published student handbook that showcases the school policy of mutual respect, provides a rationale for the discipline code, and details discipline infractions and consequences. In addition to the code of conduct, the school also has instituted a number of programs and strategies designed to proactively promote positive behaviors like STRIVE 65 and rewarding them extra privileges for positive behavior. The discipline code, as well the leader and dean of students (VP) and his staff, are very clear that the school expects all

students to maintain a very high level of behavior control and for all teachers to subscribe to and support the consistent management of this level of behavior control.

There are processes for resolving conflicts, which are outlined in the student handbook and were further detailed by the VP (dean of students) during interviews. These explain the various steps for dealing with discipline issues (and who does what at each step). However, they do not seem focused on resolution, and there is nothing in the student handbook's table of contents that identifies how conflicts are resolved or adjudicated. The discipline team does note, however, that expectations for students getting to class on time could be higher. Interactions between staff and students appear respectful and are reported as such by school discipline and faculty team members.

Both report that there was culture shock at the beginning of the turnaround, and the faculty worked on building relationships with students during office hours, etc., increasing consistency, holding everyone accountable, and modeling respect. Reviewers did notice that leadership presence was not significantly acknowledged by students and hall monitors did not receive immediate compliance when instructing students to fix their uniforms. The team acknowledges opportunity for growth here.

Observations in hallways reveal interactions between faculty and administration and interactions between adults and students to be mutually respectful, professional, and, for the most part, constructive. The EMO staff survey indicates strong interactions between leadership and staff.

4.8. Is ongoing communication with students and parents clear and helpful?		
Indicator Targets	Does not meet standard	The school presents significant concerns in <u>two or more</u> of the sub-indicators.
	Approaching standard	The school presents significant concerns in <u>one</u> of the sub-indicators.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
4.8. Rating	The school Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Communication is active and ongoing between the school and parents	
	Communications utilized are both timely and relevant to parental concerns	

	Communication of student academic progress and achievement is reported in a manner understood by parents
	Communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

In this area of the review, Manual meets the standard. The school has active, ongoing communication between the school and parents, from the weekly newsletters that go home to the daily calls that teachers make to parents. Communications to parents are timely and relevant to their concerns—for example, school personnel stated that the school has “coffees” for parents that allow them to speak with school officials about current issues—and the school communicates student academic progress to parents in a thoughtful, expedient manner, using updates at the PowerSchool site and interim and final reports that are mailed home.

Lastly, the school’s communications methods meet the needs of an increasingly diverse set of parents. For example, newsletters are translated into Spanish, school meetings are held at different times to accommodate parent work schedules, and the parent resource room has computers for use by parents that do not have Internet access at home.

4.9. Is there a high level of parent satisfaction?		
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school
	Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school
4.9. Rating	The school Not Evaluated on this indicator for 2013-14.	

In last year’s parent survey, 80.1% of parents (N=15) agreed with the statement, “My child is happy at [the] school.” Family focus follow-up calls reported similar levels of parent satisfaction; those whose students were not faring well primarily acknowledged that it was their fault or their children’s fault for not taking advantage

of opportunities. Due to the small sample size and the fact that the question does not specifically ask about parent satisfaction, a strong conclusion cannot be drawn.

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?		
Indicator Targets	Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in the sub-indicators below
	Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement in the sub-indicators below
	Meets standard	The school <u>is fulfilling</u> its legal obligations regarding ESL students, and presents no concerns in the sub-indicators below
4.10. Rating	The school <u>Meets Standard</u> on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Appropriate staff have a clear understanding of current legislation	
	Research and effective practices relating to the provision of ESL services	
	Relationships with students, parents, and external providers that are well-managed and comply with law and regulation	

Emmerich Manual High School is fulfilling its legal obligation regarding ESL students, based on review without file audit. The ESL staff demonstrates a clear understanding of current ESL legislation by identifying ESL students using the home language survey and placing ESL students using results from a placement test or the LAS Links assessment.

ESL students are assessed annually to measure growth in language acquisition, and changes in placement are made when necessary. The ESL staff demonstrates understanding of effective practices related to ESL services by providing accommodations and modifications within the general education classroom and language-specific instruction in a pull-out setting. Pull-out instruction extends beyond translation and covers content from the core subjects as well as general academic vocabulary. ESL staff have established positive teacher-parent relationships. Teachers communicate with parents regularly and provide school-related information to parents in their native language.